DOCUMENT RESUME

ED 384 777 CE 069 461

TITLE	Workplace Literacy Product Checklist. Judging the Quality of Workplace Literacy Products. Workforce Tools.
INSTITUTION	National Alliance of Business, Inc., Washington, D.C.
SPONS AGENCY	Department of Labor, Washington, D.C.
PUB DATE	Aug 95
CONTRACT	F-4357-3-00-80-60
NOTE	26p.; For related documents, see ED 378 406-407, ED 380 555-556, CE 068 865, CE 068 928-929, and CE 069 460.
AVAILABLE FROM	National Alliance of Business, Distribution, P.O. Box 501, Annapolis Junction, MD 20702 (Order No. R5581, $4 plus shipping and handling).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; *Check Lists; *Evaluation Methods; Guidelines; *Literacy Education; Models; On the Job Training; Program Effectiveness; *Program Evaluation; Program Improvement
IDENTIFIERS	*Workplace Literacy

ABSTRACT

This product checklist can be used to determine whether a particular workplace literacy product (such as a series of instructional workbooks, curriculum guides, or computerized instructional systems), follows best practice and will meet the needs of a particular business firm and build the productive capacity of its employees. The checklist was developed from a list of best practice guidelines constructed by nationally recognized workplace literacy professionals, business people, and union representatives. The product checklist is divided into five sections. The introductory section explains the purpose of the checklist, defines workplace literacy, and lays out the structure of the checklist. The second section explains how workplace literacy training fits within the larger context of work force development and workplace change, and it lists other collaborative products designed to help small and midsized companies in their change efforts. The third section provides instruction on using the checklist; the fourth section, the checklist itself, provides an annotated listing of the key elements in each of seven steps in the development and implementation of a workplace literacy program, against which workplace literacy products can be measured. The seven steps are as follows: program development, program preparation, curriculum development, instructional development, training staff preparation, program delivery, and training and program evaluation. The final section is a comparison chart that includes space to compare the merits of three different products and a firm's capacity to undertake parts of a workplace literacy program. (KC)

ED 384 777

NATIONAL WORKFORCE ASSISTANCE COLLABORATIVE

WORKFORCE TOOLS

Prepared by the National Alliance of Business

WORKPLACE LITERACY PRODUCT CHECKLIST

Judging the Quality of Workplace Literacy Products

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

National Alliance of Business

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

K Jones

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 069 471

BEST COPY AVAILABLE

*The **National Workforce Assistance Collaborative** builds the capacity of the service providers working with small and mid-sized companies in order to help businesses adopt high-performance work practices, become more competitive, and ultimately advance the well-being of their employees. The Collaborative was created with a $650,000 cooperative agreement grant from the **Department of Labor** to the **National Alliance of Business.** Current partners on the project include the Council for Adult and Experiential Learning, the Institute for the Study of Adult Literacy at The Pennsylvania State University, the Maryland Center for Quality and Productivity, and the National Labor-Management Association. The Collaborative provides assistance in four areas: employee training, labor-management relations, work restructuring, and workplace literacy. For more information, contact Bernice Jones at the National Alliance of Business, 202/289-2915.*

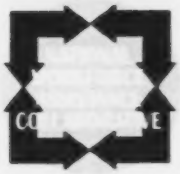
Development and printing of this publication was funded under Grant Number F-4357-3-00-80-60 by the U.S. Department of Labor. Opinions expressed in this publication do not necessarily represent the official policy of the U.S. Department of Labor.

©1995 National Alliance of Business

All Rights Reserved.

R5581

To order additional copies, contact:
National Alliance of Business
Distribution
P.O. Box 501
Annapolis Junction, MD 20702
1-800-787-7788
(fax: 301-206-9789)



WORKFORCE TOOLS

Prepared by the National Alliance of Business

WORKPLACE LITERACY PRODUCT CHECKLIST

August 1995
National Alliance of Business

ACKNOWLEDGEMENTS

This Workplace Literacy Product Checklist was developed by Terri Bergman with the assistance of Louise Bertsche, Stephen Mitchell, Michael Puzia, and Peggy Siegel.

The National Workforce Assistance Collaborative would like to thank the many workplace literacy specialists who reviewed draft versions of the Checklist and provided advice and guidance:

- Judith Alamprese, COSMOS Corporation
- Eunice N. Askov, Institute for the Study of Adult Literacy, Penn State University
- Ann Belletire, Illinois Secretary of State Literacy Office
- Dale Brandenburg, Labor-Management Council for Economic Renewal
- Forrest P. Chisman, Southport Institute for Policy Analysis
- Lynne Fry, U.S. Department of Labor
- Regina Guaraldi, Workplace Literacy Programs, Miami-Dade Community College
- Karl O. Haigler, The Salem Company
- Inaam Mansoor, Wilson School
- Michael O'Brian, CertainTeed Corporation
- Anthony Sarmiento, AFL-CIO Department of Education
- Sondra G. Stein, National Institute for Literacy
- Johan Uvin, Massachusetts Adult and Community Learning Services
- Kenneth Edwards, International Brotherhood of Electrical Workers

This Product Checklist could not have been completed without their help.

Bernice Jones, Denise Hall, Cathy Stewart, and Kim West handled the design and production work.

CONTENTS

INTRODUCTION 1

THIS CHECKLIST IN CONTEXT 3

HOW TO USE THE PRODUCT CHECKLIST 5

CHECKLIST 7

Step 1: Program Development 7

Step 2: Program Preparation 8

Step 3: Curriculum Development 9

Step 4: Instructional Development 10

Step 5: Training Staff Preparation 11

Step 6: Program Delivery 12

Step 7: Training and Program Evaluation 13

COMPARISON CHART 15

ADVISORY GROUPS 19

INTRODUCTION

PURPOSE OF THE PRODUCT CHECKLIST

This Product Checklist can be used to determine whether a particular workplace literacy product — such as a series of instructional workbooks or computerized instructional system — follows best practice and will meet the needs of your firm and build the productive capacity of its employees. It also allows you to evaluate what parts of a workplace literacy program your firm is prepared to undertake in order to successfully integrate the literacy product you ultimately select into your company practices.

The Checklist will help you, as a business person or labor representative, to review potential workplace literacy products and get the most value for your training investment. It can be used to assess the quality of a variety of workplace literacy products, including, but not limited to:

- Workplace literacy training development guidebooks,
- Curricula,
- Series of instructional workbooks, or
- Computerized instructional systems.

WORKPLACE LITERACY

The Checklist was developed from a list of Workplace Literacy Best Practice Guidelines, constructed by nationally recognized workplace literacy professionals, business people, and union representatives. These individuals defined workplace literacy as the following:

> Workplace literacy encompasses the basic and higher order skills individuals need to function in the workplace. Using the definition of literacy contained in the National Literacy Act of 1991, *workplace literacy* is an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job.
>
> The most effective workplace literacy programs use the workplace as the context for instruction and take account of workers' skills, knowledge, and interests in training design and delivery. This "functional context" approach has benefits for both companies and employees. The approach:

- Increases participants' *motivation* to learn, because they can see the value and applicability of the training;

- Increases participants' *ability* to learn, because the concepts being taught are less abstract; and

- Increases training's *return to the company*, because it is easier for employees to transfer learning back to their jobs.

PRODUCT CHECKLIST STRUCTURE

The Product Checklist is divided into five sections:

1) *Introduction* — Explains the purpose of the Checklist, defines workplace literacy, and lays out the structure of the Checklist.

2) *This Checklist in Context* — Explains how workplace literacy training fits within the larger context of workforce and workplace change, and lists other Collaborative products designed to help small and mid-sized companies in their change efforts.

3) *How to Use the Product Checklist* — Provides instruction on using the Checklist.

4) *Checklist* — Provides an annotated listing of the key elements in each of seven steps in the development and implementation of a workplace literacy program, against which you can measure various workplace literacy products.

5) *Comparison Chart* — Provides space to compare the merits of three different products you review, along with your firm's own capacity to undertake parts of a workplace literacy program.

This CHECKLIST IN CONTEXT

Workplace literacy training is just one of a number of workforce and workplace changes companies must undertake to remain competitive in today's global economy. For many companies, staying profitable involves the adoption of new technologies, restructuring work processes, redefining the relationship between employers and employees, as well as upgrading employees' knowledge, skills, and abilities.

All of these changes are interrelated. New machines frequently require new work processes if they are to be fully utilized. New work processes can lead to changes in the locus of decision making and a redefinition of both labor's and management's roles. Training in a variety of skills, including basic reading, writing, and mathematics, is almost always necessary to put *any* other changes into place successfully.

The *National Workforce Assistance Collaborative* has prepared a series of tools to help small and mid-sized companies select the high quality service providers and products they need to undertake successful workforce and workplace changes, including:

- *Employee Training Interview Guide: Judging the Quality and Effectiveness of Training Providers,*
- *Employee Training Product Checklist: Judging the Quality of Training Products,*
- *Labor-Management Interview Guide: Judging the Quality and Effectiveness of Labor-Management Relations Consultants,*
- *Work Restructuring Interview Guide: Judging the Quality and Effectiveness of Work Restructuring Consultants,*
- *Workplace Literacy Interview Guide: Judging the Quality and Effectiveness of Workplace Literacy Providers, and*
- *Workplace Literacy Product Checklist: Judging the Quality of Workplace Literacy Products.*

In addition, the Collaborative has published a listing of national membership organizations and state program offices supporting workforce and workplace changes in employee training, labor-management relations, work restructuring, and workplace literacy. Companies seeking training or consultant services, tools, or resources in any one of the four areas can use this guide — *Resource Guide: A Key to Organizations Working in Employee Training, Labor-Management Relations, Work Restructuring, and Workplace Literacy* — to find organizations or agencies that can steer them in the right direction.

All Collaborative publications can be ordered through the National Alliance of Business Distribution Center, listed on the inside front cover. Collaborative products can also be downloaded from our Internet gopher server. The gopher server address is INFO.PSU.EDU. After you reach the gopher server, open "Information Servers at Penn State," then open "Research Centers and Institutes" to find the National Workforce Assistance Collaborative gopher site.

The Checklist itself is divided into seven steps in the development and implementation of a workplace literacy program:

1) *Program Development* — Tying training to company business objectives and company, employee, and customer needs.

2) *Program Preparation* — Determining the literacy skill needs of your workplace and its employees.

3) *Curriculum Development* — Creating a curriculum that reflects workplace requirements and bridges the gap between the skills needed in your workplace and employees' current skill levels.

4) *Instructional Development* — Adapting training methods to the workplace and employees.

5) *Training Staff Preparation* — Ensuring staff are skilled in literacy training and the needs of your workplace.

6) *Program Delivery* — Tailoring training to employees' needs.

7) *Training and Program Evaluation* — Using evaluation to assure training quality.

To use the Checklist, just compare the products you are considering purchasing against the quality elements asked about for each of the seven steps. (The questions in the Checklist vary slightly depending on whether the product you are evaluating is "ready-to-use" or serves as a "how-to guide.")

Not all products you review will cover each of the seven steps. A training development guidebook, for example, would probably provide instructions on all seven steps. A computerized instructional system, on the other hand, may cover only curriculum development, instructional development, and program delivery.

All seven of the steps are important parts of a workplace literacy program, and each must be accomplished if the program is to be completely successful. However, each step *does not* have to be a part of the workplace literacy product you purchase. In cases where the product you are reviewing does not encompass a particular step, your firm should be prepared to undertake that step itself in order to successfully integrate the workplace literacy product into your company practices.

The ideal workplace literacy product would meet all of the quality elements in the Product Checklist that your firm is not prepared to undertake itself. However, you will probably find that the different products you review will vary in the percentage of elements they cover, possess differing strengths and weaknesses, and have relatively divergent costs. In the end, you will have to use your own set of criteria to select one from among the products you review. Factors to consider include:

- The percentage of elements they cover;
- The relative value you place on the elements the products either did or did not cover;
- Your ability to use other methods to address any of the elements not covered by a product; and
- The cost of the products — compared to each other and to your budget for workplace literacy training.

You can use the Comparison Chart at the back of this Checklist to summarize the results of the reviews you conduct. The Comparison Chart also has space for you to indicate which of any key elements missing from the products you review your firm has the capacity to provide. By using the chart, you will be able to compare the products you are reviewing to each other and to your firm's own capabilities in order to determine the best product for you to purchase.

CHECKLIST

- Feel free to make copies of the Checklist -

Instructions: Check the boxes where you can answer positively.

For a ready-to-use product — one that you can immediately use in your company, with no development or adaptation required on your part — read only part of each question, for example:

Does the product: . . .

For a how-to guide — a product that provides you with instructions in doing something — read all of the question, for example:

Does the product provide instruction on how to: . . .

STEP 1: Program Development – Tying training to company business objectives and company, employee, and customer needs.

Does the product (provide instruction on how to):

❑ **Incorporate training into company strategies?**

Incorporate basic skills training into the company's business strategy and link employees' continuous learning with the company's continuous improvement efforts.

❑ **Align the program with company objectives and practices?**

Align the workplace literacy program with the company's overall performance objectives, workplace practices, and job requirements.

❑ **Involve key players?**

Gain input and buy-in from management, supervisors, employees, and, in unionized workplaces, union representatives.

STEP 2: Program Preparation – Determining the literacy skill needs of your workplace and its employees.

Does the product (provide instruction on how to):

❑ **Determine workplace skill needs?**

Determine the basic and higher order skills needed to meet company goals and customer needs, and carry out company work processes and job tasks, including the skills needed to solve problems, work in teams, and make decisions related to products and processes affecting employees' work.

❑ **Provide, select, or develop appropriate assessments?**

Provide, select, or develop assessments that are valid for training purposes and reliable indicators of the literacy skills required in the workplace.

❑ **Assess potential trainees?**

Assess the target population's knowledge, skills, abilities, attitudes, and behaviors.

❑ **Assure confidentiality?**

Assure confidentiality of trainees' assessment results and training participation.

STEP 3: Curriculum Development – Creating a curriculum that reflects workplace requirements and bridges the gap between the skills needed in your workplace and employees' current skill levels.

Does the product provide (instruction on how to develop) a curriculum that:

❑ **Bridges the skill gap?**

Brings the target population's skills to the level required for their work.

❑ **Uses jobs as the context for training?**

Uses real on-the-job work as the context for teaching literacy skills. (For example, teaching reading by using company safety instructions, or learning to measure variability using the products the company produces.)

❑ **Incorporates company processes?**

Incorporates and draws on company work processes, tasks, and materials. (For example, practicing speaking English by simulating a company team meeting, practicing writing skills by producing a written report required by a supervisor, or learning to read and understand measuring instruments using company tools and machines.)

❑ **Allows trainees to solve job problems?**

Allows trainees to use the knowledge and skills they are gaining to solve problems commonly encountered on the job. (For example, determining which supplier is offering a better price when each supplier uses a different metric to express price per quantity, volume, or, weight, or, for a brick layer, calculating the number of bricks needed to build a wall.)

❑ **Links literacy with other training?**

Links or integrates, where appropriate, literacy skills training with other training required in the workplace.

❑ **Trains workers to continue learning?**

Trains workers to continue their learning and transfer knowledge and skills from one work situation to another.

STEP 4: Instructional Development – Adapting training methods to the workplace and employees.

Does the product provide (instruction on how to develop) training activities that:

❑ **Match employee needs?**

Match instructional methods and media to the different learning styles and the ethnic, linguistic, and cultural backgrounds of individual trainees.

❑ **Use company equipment?**

Use company technology and equipment.

❑ **Can be adapted to workplace schedules?**

Have a flexible format that can be adapted to workplace schedules.

❑ **Allow for self-paced instruction?**

Include self-paced training modules.

STEP 5: Training Staff Preparation – Ensuring staff are skilled in literacy training and the needs of your workplace.

If training staff are to be drawn from among a company's *operations staff* or *training department*, does the product (provide instruction on how to):

❑ **Train staff in the principles of learning and literacy instruction?**

Train staff in the basic principles of adult learning, adult education, and literacy instruction.

❑ **Train staff on good instructional delivery?**

Train staff on good instructional delivery techniques.

❑ **Train staff to work with employees with different backgrounds?**

Train staff to work with the various ethnic, linguistic, and cultural backgrounds of employees.

If training staff are to be drawn from professional functional literacy instructors *outside of the company*, does the product (provide instruction on how to):

❑ **Introduce staff to the corporate and industry environment?**

Introduce the staff to the corporate environment, your industry, and working with individuals at all levels of the company.

❑ **Train staff to work with employees with different backgrounds?**

Train staff to work with the various ethnic, linguistic, and cultural backgrounds of employees.

STEP 6: **Program Delivery** – Tailoring training to employees' needs.

Does the product (provide instruction on how to):

- ❑ **Assess employees' needs and customize training plans?**

  Assess each individual's skill development needs — defined by his or her own skill levels and training goals — and customize each individual's learning plan accordingly.

- ❑ **Assess participants in order to change training plans?**

  Assess participants during training so that needed changes can be made in the training plan.

- ❑ **Provide trainees with feedback?**

  Provide trainees with regular, ongoing feedback concerning their progress while in the training program.

- ❑ **Help employees to apply their new skills to their jobs?**

  Help employees, during and after the training program, to apply their newly-acquired skills to their jobs.

- ❑ **Encourage and reward employee participation?**

  Encourage participation, and recognize and reward employees who complete training successfully.

- ❑ **Foster a desire to learn?**

  Foster workers' desires for continued learning, and demonstrate that learning can benefit other aspects of their lives.

STEP 7: Training and Program Evaluation – Using evaluation to assure training quality.

Does the product (provide instruction on how to):

- ❑ **Involve key players in evaluating the program?**

  Involve management, supervisors, employees, and, in unionized workplaces, union representatives in evaluating program effectiveness and its responsiveness to their needs.

- ❑ **Assess individuals against learning objectives?**

  Use assessments to determine whether individuals attained their learning objectives.

- ❑ **Provide, select, or develop multiple evaluation measures?**

  Provide, select, or develop multiple evaluation measures that gauge participant satisfaction, performance gains, and the quality and effectiveness of the training process.

- ❑ **Conduct evaluations in order to revise the training program?**

  Conduct evaluations regularly to inform and revise the training program and to ensure that the training program is meeting its objectives.

COMPARISON CHART

- Feel free to make copies of the Comparison Chart -

Instructions: Put the names of the products you reviewed in the blank boxes across the top. Copy the Checklist results for each product over to this chart, add up the number of elements covered by each product, and note the products' costs. In the last column, check the elements your firm will be able to undertake in order to successfully integrate the workplace literacy product into your company practices. In comparing products, do not rely solely on the total number of elements covered by each product. Be sure also to compare which elements the products did and did not cover, whether your firm is capable of undertaking the missing quality elements, and product costs.

STEPS AND ELEMENTS IN A WORKPLACE LITERACY PROGRAM				
1. Program Development				
- Incorporates training into company strategies.				
- Aligns training with company objectives.				
- Involves key players.				
2. Program Preparation				
- Determines workplace skill needs.				
- Provides appropriate assessments.				
- Assesses potential trainees.				
- Assures confidentiality.				

3. Curriculum Development				
- Bridges the skills gap.				
- Uses jobs as the context for training.				
- Incorporates company processes.				
- Allows trainees to solve job problems.				
- Links literacy with other training.				
- Trains workers to continue learning.				
4. Instructional Development				
- Matches employee needs.				
- Uses company equipment.				
- Adapts to workplace schedules.				
- Allows for self-paced instruction.				
5. Training Staff Preparation: Company Staff				
- Trains staff in learning and literacy principles.				
- Trains staff on good instructional delivery.				
- Trains staff to work with diverse employees.				
Or Staff from outside of the Company				
- Introduces staff to the corporate environment.				
- Trains staff to work with diverse employees.				

6. Program Delivery				
- Assesses trainees' needs and customizes training.				
- Assesses participants to revise training plans.				
- Provides trainees with feedback.				
- Helps employees to apply their new skills to jobs.				
- Encourages and rewards employee participation.				
- Fosters a desire to learn.				
7. Training and Program Evaluation				
- Involves key players in evaluating the program.				
- Assesses individuals against learning objectives.				
- Provides multiple evaluation measures.				
- Conducts evaluations in order to revise training.				
TOTAL NUMBER OF ELEMENTS				
COST				

ADVISORY GROUPS

Stephen Mitchell
Project Director

Terri Bergman
Products and Services Manager

BOARD

Chair
William H. Kolberg
National Alliance of Business

Eunice Askov
Institute for the Study of Adult Literacy, The Pennsylvania State University

William L. Batt, Jr.
Consultant

Robert Baugh
Human Resource Development Institute

Clair Brown
National Center for the Workplace

Robert Fien
Stone Construction Equipment, Inc.

Evelyn Ganzglass
National Governors' Association

Marshall Goldberg
The Alliance for Employee Growth & Development, Inc

Andy Hartman
National Institute for Literacy

Cathy Kramer
Association for Quality and Participation

David Pierce
American Association of Community Colleges

Jack Russell
The Modernization Forum

Benjamin Schneider
University of Maryland

Dennis Sienko
Prairie State 2000 Authority

Stephen Sleigh
International Association of Machinists

Pamela Tate
Council for Adult and Experiential Learning

Hugh Tranum
National Labor-Management Association

Benjamin Tregoe
Kepner-Tregoe, Inc.

Thomas Tuttle
Maryland Center for Quality and Productivity

Joan Wills
Institute for Educational Leadership

John Zimmerman
MCI

EMPLOYEE TRAINING

Chair
Pamela Tate
Council for Adult and Experiential Learning

Brian Bosworth
Regional Technology Strategies

Thomas L. Clogston
Boeing Defense and Space Group

Kenneth Edwards
International Brotherhood of Electrical Workers

Phyllis Eisen
National Association of Manufacturers

Wendell Fletcher
Congressional Office of Technology Assessment

Patti Glenn
Texas Instruments

Ruth Haines
National Institute of Standards and Technology

Janet Steele Holloway
Kentucky Small Business Development Center

John Hoops
Bay State Skills Corporation

Tom Huberty
Upper Mid-West Manufacturing Technology Center

Dan Hull
The Center for Occupational Research and Development

Victoria Kraeling
Southeastern Institute for Advanced Technologies

Amy Manseth
US West

Alfred Moye
Hewlett Packard

Frederic Nichols
National Coalition for Advanced Manufacturing

Joan Patterson
UAW/Chrysler National Training Center

Paula Reeder
Sallie Mae

Martha Reesman
National Center for Manufacturing Sciences

Lee M. Shrader, Jr.
Great Lakes Manufacturing Technology Center

Duc-Le To
U.S. Department of Education

LABOR-MANAGEMENT RELATIONS

Chair
Hugh Tranum
National Labor-Management Association

Nick Argona
Xerox Corporation

William L. Batt, Jr.
Consultant

Betty Bednarczyk
SEIU-Local 13

Barry Bluestone
University of Massachusetts

Rena Cross
Foamade Industries

Joel Cutcher-Gershenfield
Michigan State University

David Fontaine
Maryland Alliance for Labor-Management Cooperation

Pat France
Stark County Labor-Management Council

Robert Frey
The CIN-MADE Corporation

Maria Heidkamp
Wisconsin Labor-Management Council

Edsel Jones
Mapleton Local No. 7-7807

Robert Landsman
New York State School of Industrial and Labor Relations

Malcolm Lovell
National Planning Association

Charlene Powell
Kentucky Association of Labor-Management Committees

John Stepp
Restructuring Associates

Brian Turner
Work and Technology Institute

Earl Willford
Bureau of Mediation Services

WORK RESTRUCTURING

Chair
Thomas Tuttle
Maryland Center for Quality and Productivity

Eileen Appelbaum
Economic Policy Institute

Mike Beyerlein
The Center for the Study of Work Teams

Jane Reese Coulbourne
Restructuring Associates, Inc.

John Dodd
Computer Science Corporation

Ned Ellington
Productivity and Quality Center

Michael Galiazzo
Regional Manufacturing Institute

Debbie Goldman
Communications Workers of America

Bruce Herman
Garment Industry Development Corporation

Robert King
Goal/QPC

Vaughn Limbrick
Society for Human Resource Management

Peter Manella
New York State Department of Economic Development

Arley Mead
Harford Systems, Inc.

Robert Meyer
Work in Northeast Ohio

Joe Rigali
Sanden International, USA

Jill Scheldrup
U.S. Chamber of Commerce

Maureen Sheahan
Labor-Management Council for Economic Renewal

Peggy Siegel
National Alliance of Business

Audrey Theis
Maryland Department of Economic and Employment Development

Edwin Toussaint
Xerox Corporation

WORKPLACE LITERACY

Chair
Eunice Askov
Institute for the Study of Adult Literacy, The Pennsylvania State University

Judith Alamprese
COSMOS Corporation

Lorraine Amico
National Governors' Association

Dale Brandenburg
Labor-Management Council for Economic Renewal

Jinx (Helen) Crouch
Literacy Volunteers of America

Regina Guaraldi
Miami-Dade Community College

Karl O. Haigler
The Salem Company

Mary Ann Jackson
Wisconsin Technical College Board

Inaam Mansoor
REEP

Donna Miller-Parker
State Board for Community and Technical Colleges

Michael O'Brian
CertainTeed Corporation

James Parker
U.S. Department of Education

James Ryan
District 1199C

Anthony Sarmiento
AFL-CIO

Johan Uvin
Massachusetts Adult and Community Learning Services

Robert Visdos
NETWORK

Jo Ann Weinberger
Center for Literacy, Inc.

NATIONAL WORKFORCE ASSISTANCE

COLLABORATIVE PARTNERS

NATIONAL ALLIANCE OF BUSINESS
1201 New York Avenue, NW, Suite 700
Washington, DC 20005
Phone: 202/289-2888
Fax: 202/289-1303

Atlantic Field Office
317 George Street
New Brunswick, NJ 08901
Phone: 908/524-1110
Fax: 908/524-6275

New England Field Office
275 Prospect Street
Norwood, MA 02062
Phone: 617/255-9292
Fax: 617/255-0013

Central Field Office
9400 N. Central Expressway
Suite 606, Lockbox #167
Dallas, TX 75231
Phone: 214/373-0854
Fax: 214/373-1941

Midwest Field Office
1 East Wacker Drive, Suite 2410
Chicago, IL 60601
Phone: 312/595-2100
Fax: 312/595-2101

Southeast Field Office
1 Midtown Plaza
1360 Peachtree Street NE
Suite 710
Atlanta, GA 30309
Phone: 404/881-0061
Fax: 404/881-0006

Western Field Office
800 Wilshire Boulevard, Suite 960
Los Angeles, CA 90017
Phone: 213/488-9153
Fax: 213/488-9460

COUNCIL FOR ADULT AND EXPERIENTIAL LEARNING
243 South Wabash Avenue
Suite 800
Chicago, IL 60604
Phone: 312/922-5909
Fax: 312/922-1769

Philadelphia Office
Delaware Valley Industrial Resource Center
12265 Townsend Road
Suite 500
Philadelphia, PA 19154-1286
Phone: 215/969-1286
Fax: 215/969-6652

INSTITUTE FOR THE STUDY OF ADULT LITERACY
The Pennsylvania State University
College of Education
204 Calder Way
Suite 209
University Park, PA 16801-4756
Phone: 814/863-3777
Fax: 814/863-6108

MARYLAND CENTER FOR QUALITY AND PRODUCTIVITY
CMB/SPA Building
4th Floor
University of Maryland
College Park, MD 20742
Phone: 301/405-7099
Fax: 301/314-9119

NATIONAL LABOR-MANAGEMENT ASSOCIATION
P.O. Box 819
Jamestown, NY 14702-0819
Phone: 800/967-2687
Fax: 716/665-8060

National Alliance of Business
1201 New York Avenue, N.W.
Suite 700
Washington, D.C. 20005
(202) 289-2888